



INSTRUCTIONS & PITCH SHEET FOR HIKI NŌ “STUDENT REFLECTIONS”

- 1) If the Student Reflection correspondent does not have access to school camera gear, he or she may use their smartphone as a camera. (Live, online mentoring on how to get the best picture and sound from a smartphone will be provided.) The correspondent should talk directly to the camera. (Make sure they know where the camera lens is on their device so that they can look directly at it.)
- 2) The correspondent will give his or her reflection on one of the following topics:
 - a) **A THEME OR “PROMPT” ANNOUNCED AT THE BEGINNING OF EACH ROUND BY THE HIKI NŌ MANAGING EDITOR**
 - b) **ANY OF ASPECT OF SCHOOL, HOME LIFE, OR SOCIETY AS A WHOLE THAT THE STUDENT HAS A BURNING DESIRE TO DISCUSS**
- 3) The reflection should last roughly one minute, but that is not a hard-and-fast running time. It can be a few seconds under or over. The correspondent should not feel pressured to hit one minute on the nose.
- 4) The correspondent may write a script that he or she recites to camera, but their delivery should be natural and conversational, as though they are speaking directly to the viewer, from the heart. Some find it easier to just write out talking points ahead of time, then speak extemporaneously, using the points as a guide. They should use whichever approach they are most comfortable with.
- 5) B-roll to cover some of the read is encouraged, but keep it simple. Don't cover the entire reflection with b-roll. The correspondent's on-camera read is the most important element (especially in the beginning), so let's try to keep the correspondent on-camera for at least 10 seconds (preferably a little more).
- 6) The tone of the delivery and the content can be serious, funny, emotional—whatever feels right. As long as it is in good taste and within the bounds of what is allowed to air on PBS Hawai'i (no swearing or off-color references). And since it airs on PBS, it must be balanced and fair (no rants).



- 7) A HIKI NŌ mentor will be assigned to help you and your correspondent through the process. They have been instructed to be very hands-off on the content. These 60 seconds really belong to the student. The mentor may help the correspondent with the story structure (see item #6 in the Pitch Sheet below), but the story and the message are the student's. The most important part of the mentoring process will be a required, live online rehearsal (via Zoom or a comparable virtual meeting platform). In this rehearsal the mentor, in concert with the teacher, will guide the correspondent through the shot composition process (utilizing the student's online meeting device as the rehearsal camera), technical issues (such as sound quality) and, most importantly, direct the correspondent through the on-camera read with the goal of achieving a natural, heartfelt, authentic performance.
- 8) The mentor will also provide feedback on the rough-cuts leading to the completion of a submission draft sent to the HIKI NŌ staff for approval. We hope to keep this process down to two rough-cuts (three at the most).
- 9) Each Student Reflection on-camera read will begin with:

“This is [student's first and last name], a [7th grader, 8th grader, freshman, sophomore, etc.] at [school's proper name] on [name of island]. I am recording this at my home [or other location] on [month/day/year].”

This intro will not be included in your one-minute limit.



PLEASE WORK WITH YOUR STUDENT IN FILLING OUT THE FOLLOWING PITCH SHEET

NAME: _____

SCHOOL: _____

GRADE LEVEL: _____

1. HAVE YOU READ AND DO YOU UNDERSTAND ALL OF THE ABOVE INSTRUCTIONS?
2. PRODUCING A STUDENT REFLECTION REQUIRES A GREAT DEGREE OF SELF-AWARENESS. WOULD YOU SAY THAT THE FOLLOWING STATEMENT IS TRUE FOR YOU?

I am aware of my own thoughts and feelings. I know who I am.

YES ___

NO ___

3. IN CREATING A STUDENT REFLECTION, YOU WILL ALSO BE REPRESENTING YOUR COMMUNITY. IS THE FOLLOWING STATEMENT TRUE FOR YOU?

I am an important part of a community. I am heard and appreciated.

YES ___

NO ___

4. ALTHOUGH YOUR STUDENT REFLECTION IS COMING FROM YOUR PERSPECTIVE, OBJECTIVITY IS NEEDED IN ANY FORM OF JOURNALISM. ONE OF THE KEY ELEMENTS OF OBJECTIVITY IS EMPATHY. IS THE FOLLOWING STATEMENT TRUE FOR YOU?

I respect other people. I listen to them with understanding and empathy.

YES ___

NO ___

5. IN ONE SENTENCE, WHAT IS THE MESSAGE YOU ARE TRYING TO COMMUNICATE IN THIS REFLECTION?

6. A STUDENT REFLECTION IS A STORY, SO IT SHOULD FOLLOW A THREE-ACT STORY STRUCTURE. (IN OTHER WORDS, IT SHOULD HAVE A BEGINNING, MIDDLE, AND END.) WHAT ARE YOUR THREE-ACTS?

[For example:]

Act 1 – I’m really struggling with Blended Learning, which is a mix of online and in-class learning.

Act 2 – I’m having difficulty because I can’t tell where the online activity in a class ends and where the in-classroom portion begins.

Act 3 – Some of my teachers admit that they are also having trouble with this distinction, and that teachers and students should work these problems out together as a team. That gives me hope.

[Fill out]:

ACT 1—

ACT 2—

ACT 3—